

Rutgers University
Federated Department of History
Course Number (510:287:02)
Spring Semester 2018
Tuesday, Thursday
2:30PM – 3:50 PM
Conklin Hall 342

Dr. Mayte Green-Mercado
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Office: Conklin Hall 315
Office Hours: T TH- 1:00-
2:00 or by appointment.

History of Islamic Civilization I (to 1500 C.E.)



Window with the Shahadah, the Muslim profession of faith, carved stucco and colored glass, Egypt, 1800-80. Museum no. 1202-1883

COURSE DESCRIPTION:

This course is a survey of the history of Islamic civilization. In this course, we will study social, economic, and cultural aspects of the history of the Middle and Near East region, between the sixth and fifteenth centuries. The treatment of the subject will be roughly chronological, though themes such as law, science, and philosophy will recur throughout the course. In addition to lectures, the course will heavily draw upon discussion sessions, which will give students a hands-on approach to history. In these sessions, we will discuss in detail various historical problems presented in the text and lectures. We will also see different types of historical evidence and learn how they can be used for historical analysis.

COURSE OBJECTIVES:

Upon successful completion of this course, students will be able to:

- name and identify individuals, events, themes, and issues of major importance in the history of Islamic civilization,
- demonstrate a basic level of competence in differentiating the major periods of the history of Islamic civilization and the significance of historical context,
- recognize the importance of cause and effect in history, and discuss the significance of change and continuity over time,
- develop an understanding toward the use of historical evidence by historians and display some familiarity toward different types of evidence,
- critically analyze historical evidence and articulate a synthesis with a thesis.

TEXTBOOKS:

- Vernon O. Egger, *A History of the Muslim World to 1405: The Making of a Civilization*, (Upper Saddle River, NJ: Pearson, Prentice Hall, 2004). **(Required)** You **MUST** have the book **NO LATER** than the second week of class.
- Chase F. Robinson, *Islamic Civilization in Thirty Lives* (Berkeley: University of California Press, 2016). **(Required)** You **MUST** have the book **NO LATER** than the second week of class.
- Primary source readings will be posted on Blackboard. **You must print them and bring them to each class.**

ASSIGNMENTS:

You are expected to write two papers for this class. The first paper will be a short paper (3-4 pages; due **Jan. 30**). The second paper will be longer (6-7 pages, due **Dec. 21**). Detailed information regarding the papers will be announced in class AND posted on Blackboard. You **MUST** submit your papers through **Turn it In. LATE PAPERS AND/OR EMAILED PAPERS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES.** Your writing assignment **MUST** include the Rutgers Pledge:

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).

EXAMS:

There will be two exams, a midterm and a final, which may include identifying terms, dates, names, essay questions, and/or analysis of primary sources. The midterm exam will be on **February 27th**, during our class time, and the final will be given on **May 8th, 11:45-2:45**, as determined by the Office of the Registrar.

QUIZZES:

During the first —OR THE LAST— 10 minute of **the** class, there will be a short quiz, based on the material required for that day of class. You will have ONE quiz per week (either Tuesday or Thursday), beginning the **SECOND** week, for a total of **12 quizzes**. You will **NOT** have a quiz on the week of the Midterm exam. These quizzes are designed both to ensure that you generally keep up with the readings, and to encourage you to pay attention and take notes during class. Please note that class will begin promptly at 2:30 am each week and we will generally meet until 3:50 pm. **If you arrive late or leave early without being in touch first for an excused absence, you may not take the quiz and you will receive a 0/F for that quiz.**

The quizzes will be administered through Plickers. At the beginning of the semester each student will be given a card, which s/he **MUST** bring to EVERY class. You **MUST** have your card in order to take the quiz. If you do not have your card on a given quiz day you will be unable to take the quiz and will not receive credit.

GRADING:

- 10 % First paper
- 16 % Second paper
- 24% Quizzes
- 20 % First test
- 30 % Second test

GRADING STANDARDS:

- 90-100 % A (a genuinely outstanding achievement)
- 80-89 % B (above average achievement)
- 70-79 % C (comprehension of the subject at an appropriate university level)
- 60-69 % D (unsatisfactory performance, barely passing)
- Below 60% F (failure)

COURSE POLICIES:

- Attendance at all regularly scheduled meetings of this class is expected. Rutgers catalog states that “the recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.” **Four UNEXCUSED absences will lower your final grade by one letter grade. More than four UNEXCUSED absences will automatically result in your failure. It is your responsibility to come to class and see that you are marked present for the classes you attend.** In the event that you have a medical, legal, or family-related problem that might lead to an extended absence, you need to meet me in person and bring necessary documentation as evidence for your problem. Only then, we can discuss whether your absence can be excused or not. **An email message explaining your problem will NOT be considered as an excuse of your absence.** Ultimately, it will be the instructor’s judgment to decide whether an absence can be excused or not. If you miss a class due to a reason that you cannot document, please do not contact me to explain your case. Instead, consider it as one of your unexcused absences. **Please remember that any student who misses eight or more sessions through any combination of EXCUSED and UNEXCUSED absences will not earn credit in this class. Such students should withdraw to avoid getting an F.**
- You are expected to come to class having done the assigned readings and participate in class discussions. We will be using our main textbooks (Egger and Robinson) frequently in class; therefore, please bring it to each meeting. On discussion days, make sure to bring a copy of the assigned reading with you. **Any student who does not have the textbooks (Egger and Robinson) or the primary source(s) may be asked to leave the classroom and marked absent for the class.**
- The use of laptops or other electronic devices in this class requires the consent of the instructor. If you have a condition that necessitates the use of a laptop during class for the purpose of taking notes or accessing readings, please bring it to my attention along with a letter from The Office of Disability Services. Those students will be asked to sit in the front

row of chairs in the classroom. Otherwise, the use of portable electronic devices, such as cell phones during class in a manner not compliant with classroom conduct (phone conversation, texting, and others) will not be tolerated. Students may be warned for such behavior initially. If repeated, they may be asked to leave the classroom and marked absent for the day.

- Punctuality and courtesy at all times are expected.
- If you have questions or concerns about this class, come and talk to me in my office hours. Please do not send email inquiries related to your absence or class materials. It is your responsibility to find out about the subjects covered in your absence and study them.
- If for any family or medical reason you find it absolutely necessary to miss an examination, you must contact me before the exam and have my consent to your absence. Failure to do so will result in a zero for the assignment. With the exception of extreme cases there will be no early or make-up exams! As with all other exams, you must contact me in advance should an extreme emergency arise.

Rutgers University-Newark Academic Policies

Academic integrity: As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community.

• **Academic integrity policy:** <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

• **Disability Services:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, you must complete an intake meeting, and submit appropriate documentation. If your request for reasonable accommodations is approved, you will receive a Letter of Accommodations (LOA), which you should present privately to the instructor as early in the semester as possible. Accommodations are not retroactive and are effective only upon submission of the LOA to the instructor. Please begin the process by completing and submitting the Registration Form, Applying for Services, which is available at the website below.

• **Applying for Services:** <http://ods.rutgers.edu/students/applying-for-services>

• **Documentation Guidelines:** <http://ods.rutgers.edu/students/documentation-guidelines>

• **Letter of Accommodations (LOA):** <http://ods.rutgers.edu/my-accommodations/letter-of-accommodations>

• **Office of Disability Services (ODS)**

Suite 219, Paul Robeson Campus Center

(973) 353-5375

odsnewark@rutgers.edu

Religious Holiday Policy: Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work of exams according to an agreed-upon schedule.

Learning Resources

· Rutgers Learning Center (tutoring services)
Room 140, Bradley Hall
(973) 353-5608
<http://www.ncas.rutgers.edu/rlc>

· Writing Center

(tutoring and writing workshops)
Room 126, Conklin Hall
(973) 353-5847
nwc@newark.rutgers.edu
<https://www.ncas.rutgers.edu/writingcenter>

January

Week 1 Introduction

- T. 16 Introduction, discussion of the syllabus, and course policies
- Th. 18 What do we mean by Islamic Civilization? Geography, Languages, Sources and Periodization

Week 2 The Near Eastern Context of the Rise of Islam

- T. 23 **Pre-Islamic Near East: The Byzantine and Sassanian Empires**
Textbook: Vernon O Egger, *A History of the Muslim World to 1405*, 1-15.
- Th. 25 **Pre-Islamic Arabia**
Textbook: Egger, 16-22.
Primary Source:
"Ibn al-Kalbī: From the Book of Idols" in *The Islamic World*, eds. McNeill, W. and Marilyn Robinson Waldman (Chicago: University of Chicago Press, 1973): 9-13.

Week 3 The Rise and Expansion of Islam (ca. 570-632 C.E.)

- T. 30 **Muhammad, The Prophet**
*****PAPER 1 DUE*****
Film response: *The Message*, dir. Moustapha Akkad (1977).
- Textbook:** Egger, 20-31.
Biography: Chase Robinson, "Muhammad, the Prophet," in *Islamic Civilization in Thirty Lives* (Berkeley: University of California Press, 2016): 20-31.

Primary Source:

Ibn Ishāq, *The life of Muhammad: a translation of Ibn Ishāq's Sīrat rasūl Allāh/ with introduction and notes by A. Guillaume* (Karachi & New York: Oxford University Press, 1997): 231-233. (“The Covenant Between the Muslims and the Medinans and with the Jews”).

February

Th. 1 **Qur’an and Hadith**

Qur’an, Suras 89, 99, 100, 101; Sura 2 vv. 221-242; Sura 4 vv. 1-25; Sura 12 "Joseph". Compare Sura 12 with Genesis 37, 39, 42-45.

Week 4 The Question of Legitimacy in the Early Islamic Empire (632-661 C.E.)

T. 6 **The Age of Conquests and Early Institutions**

Textbook: Egger, 33-49.

Primary Source:

Balādhurī, “From Opening up of the Lands,” in *The Islamic World*, ed. William H. McNeill and Marilyn Robinson Waldman (Chicago: The University of Chicago Press, 1973): 68-74.

Th. 8 **The First and Second Civil Wars (*Fitan*)**

Textbook: Egger, 62-69.

Biographies: “Ali, cousin, caliph, and forefather of Shi’ism,” *ICTL*, 31-37.
“A’isha, wife of the Prophet,” in *ICTL*, 37-41.

Week 5 The Umayyad Dynasty (661-750 C.E.)

T. 13 **‘Abd al-Malik and the Later Umayyads**

Textbook: Egger, 44-61.

Biography: “Abd al-Malik, engineer of the caliphate,” in *ICTL*, 42-48.

Th. 15 **Discussion**

Primary Source for First and Second Civil Wars:

- The History of al-Ṭabarī, vol. XV, “The Crisis of the Early Caliphate,” (accounts about the mutiny against ‘Uthman).
- History of al-Ṭabarī, vol. XIX, “The Events of the Year 61 (680/681) [Battle of Karbala] excerpts.

Primary Source for Umayyad Dynasty:

Ḥasan al-Baṣrī: Letter to ‘Umar II, in *The Islamic World*, 79-81.

Week 6 The 'Abbasid Caliphate

T. 20 **The 'Abbasid Revolution**
Textbook: Egger, 69-76.
Biography: "Ibn al-Muqaffa', translator and essayist," in *ICTL*, 48-55.

Th. 22 **The 'Abbasid Caliphate**
Textbook: Egger, *A History of the Muslim World*, 85-89.
Biography: "Al-Ma'mun, caliph-patron," in *ICTL*, 60-68.
Primary Sources:
•Tale from *A Thousand and One Nights*
•Ibn al-Sā'ī, *Consorts of the Caliphs. Women and the Court of Baghdad*, ed. Shawkat M. Toorawa (New York: NYU Press, 2015): 6-9; 99.

Week 7 Crisis of the Caliphate

T. 27 **MIDTERM**

March

Th. 1 **The Samarra Period and Crisis in the 'Abbasid Caliphate**
Textbook: Egger, 89-93;
Biography: "Ibn Muqla, vizier, scribe, calligrapher?," in *ICTL*, 100-106.
Primary Source:
Ibn Miskawayh, "From the Experiences of the Nations," in *The Islamic World*, ed. William McNeill and Marilyn Robinson Waldman, 178-180.

Week 8 The Empire Cannot Hold Three Caliphs

T. 6 **Shi'i identities and the Fatimids**
Textbook: Egger, 94-98; 154-162.
Article: Tahera Qutbuddin, "Fatimids" in *The Cultural Sociology of the Middle East, Africa, and Asia*, vol. 2 Africa, ed. Edward Ramsamy (Los Angeles, Sage Publications, 2011), 37-40. Can be accessed online:
<http://nelc.uchicago.edu/sites/nelc.uchicago.edu/files/Fatimids.pdf>
Primary Source:
Wilfred Madelung and Paul E. Walker (ed.), *The Advent of the Fatimids, A Contemporary Shi'i Witness. An Edition and English Translation of Ibn al-Haytham's Kitab al-Munazarat* (London, New York: I.B. Tauris, 2000): 63-73.

Th. 8 **The Western Islamic Lands: al-Andalus**

Textbook: Egger, 98-112; 166-168.

Biography: "Ibn Hazm, polemicist, polymath," *ICTL*, 128-134.

Primary Sources:

Ibn Hazm, "On Forgetting a Beloved," in *Medieval Iberia* 103-106.

Week 9 SPRING BREAK

T. 13 NO CLASS

Th. 15 NO CLASS

Week 10 Filling the Power Vacuum, 934-1062

T. 20 **The Buyid Sultanate**

Textbook: Egger, 142-144.

Primary Source:

al-Mawardī, "On the Appointment of Provincial Governors," in *The Ordinances of Government: A Translation of al-Aḥkām al-Sultāniyya w' al-Wilāyāt al-Dīniyya*. Translated by Wafaa H. Wahba (Reading, UK: Garnet Publishing Ltd., 1996), 32-37.

Th. 22 **Science and Medicine in Islamdom.**

Biographies:

"Abu Bakr al-Razi, free thinking physician (925 or 935)," in *ICTL*, 90-96.

"al-Biruni, catalogue of nature and culture," in *ICTL*, 112-118.

Primary sources:

"al-Biruni: On the Importance of the Sciences," in *Islamic Central Asia. An Anthology of Sources*. S. Levi and R. Sela (eds.) (Bloomington, University of Indiana Press, 2010): 39-44.

Week 11 Filling the Power Vacuum, 977-1194

T. 27 **The Ghaznavids and the Migrations of the Oghuz**

Textbook: Egger, 145-151.

Biography: "Mahmud of Ghazna, conqueror and patron," in *ICTL*, 107-112.

Th. 29 **Seljuk Institutions**

Textbook: Egger, 151-154; 192-194.

Book Chapter: David Morgan, "Institutions of Saljuq Government: Steppe and Sedentary Traditions," in *Medieval Persia, 1040-1797*, 34-46.

Primary Sources:

"Ibn Khallikan: Biography of the Vizier Nizam al-Mulk," in *Islamic Central Asia*, 89-92.

"Nizam al-Mulk: A Mirror for Princes," in *Islamic Central Asia*, 92-94.

April

Week 12 Christian Encroachment and Muslim Responses

- T. 3 **Zangids, Ayyubids, and the Crusades**
Textbook: Egger 172-182.
Biography: "Saladin, anti-Crusader hero," in *ICTL*, 160-168.
Primary Sources:
"Usāma: From Memoirs," in *The Islamic World*. Edited by William H. McNeill and Marilyn Robinson Waldman (Chicago, University of Chicago Press): 185-206. [Memoirs of Usāma ibn Munqidh (1095-1188)].
- Th. 5 **Almoravids and Almohads**
Textbook: Egger 182-188.
Primary Sources:
"Ibn Tumart and the Rise of the Almohads," in *Medieval Iberia*. Olivia R. Constable (ed.), 239-243.
"The Almohad Creed," 244-251.

Week 13 Synthesis and Creativity

- T. 10 **Islamic Law**
Textbook: Egger, 114-122.
Biography: "Karima al-Marwaziyya, hadith scholar," in *ICTL*, 134-139.
Primary Sources:
"The Doctrine of Consensus. (Ijmāʿ) According to al-Shāfiʿī (d. 820)," in *Islam: From the Prophet Muhammad to the Capture of Constantinople*, ed. and trans. Bernard Lewis, vol. II (Oxford: Oxford University Press, 1987): 33-35.

"Shāfiʿī: From *The Treatise*," in *The Islamic World*, 134-142.
- Th. 12 **Theology, Philosophy, and Sufism**
Textbook: Egger, 133-135; 199-227.
Biographies: "al-Ghazali, 'Renewer' of Islam," in *ICTL*, 139-148.
"Ibn Rushd (Averroes), Aristotelian monotheist," in *ICTL*, 169-177.
"Rumi, Sufi 'poet'," in *ICTL*, 188-194.
Primary Sources:
Rumi, *Divan-i Shams-i Tabriz*, in *The Islamic World*, (excerpts)

Week 14 Alternatives to the Classical Islamic Principles of Governance

- T. 17 **The Mamluk Dynasty**
Textbook: Egger 269-273

Book Chapter: Black, Anthony, "Mamluk Ideology and the Sultan-Caliph," in *The History of Islamic Political Thought* (New York: Routledge, 2001): 141-144.

Primary Source:

Shihab al-Din al-Nuwayri, "On the History of the Mamluk State," in *The Ultimate Ambition in the Arts of Erudition*, (excerpts).

Th. 19

Chinggis Khan

Textbook: Egger, 194-198.

Primary Sources:

"The Secret History of the Mongols: Temujin's Origins," and "Hayton: Temujin and the Rise of the Mongol Empire," in *Islamic Central Asia*, 111-125.

Week 15 The Islamic World in the Age of Mongol Prestige

T. 24

Mongol Empire

Textbook: Egger, 257-269

Biography: "Rashid al-Din, physician, courtier, and global historian," in *ICTL*, 194-200.

Th. 26

Timur and his Dynasty

Textbook: Egger, 283-288.

Biographies:

"Timur, sheep-rustler, world-conqueror," in *ICTL*, 212-220.

Ibn Khaldun, social theorist and historian," in *ICTL*, 220-229.

Primary Source:

"Ibn Khaldun: Personal Narrative of a Meeting with Timur," in *Islamic Central Asia*, 171-175.

May

Week 16 END OF SEMESTER

T. 1 Reading Day-NO CLASS

T. 8, 3:00-6:00 **FINAL EXAM**